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ABSTRACT

A project was conducted in Georgia to design a needs assessment instrument and to administer it in order to determine the current state of vocational education in the state. Following the collection and review of data and personal interviews with Georgia secondary and postsecondary teachers and administrators, a needs assessment survey form was developed and distributed to 35 members of the state advisory council on vocational education, 50 teacher educators, 62 state education department staff members, 112 postsecondary administrators, 302 secondary administrators, 112 postsecondary teachers, and 348 secondary teachers. Results of the needs assessment, compiled from a 45 percent return rate, showed needs in the following areas: summer conference, personnel development, curriculum, current issues, and research. Recommendations for meeting these needs were summarized for each of the groups of vocational education personnel, and activities were enumerated for carrying out the recommendations. Finally, a needs assessment guide was developed to aid in future research, and the results of the study were disseminated throughout the state. (KC)

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EXECUTIVE SUMMARY

A COMPREHENSIVE NEEDS ASSESSMENT FOR THE PROGRAM OF VOCATIONAL EDUCATION IN GEORGIA

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Staff members of Associated Educational Consultants, Inc. (AEC) involved in this study included: Dr. Dan K. Jacobs, Project Director; special recognition to Dr. John G. Drugo, Director of Research and Evaluation and Dr. Ona Kay Kinter, Director of Field Operations for their outstanding contributions; and Marti Kersten, Administrative Assistant. Research assistance was provided by Judith Dallas, Susan Fisher, Alice McKenna and Terese Piccoli, backed up by the excellent secretarial staff of AEC.

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CHAPTER I

INTRODUCTION

Providing vocational education in the State of Georgia carries with it a great responsibility. Today, more than ever before, the public looks to vocational education to supply the answers to many of its critical employment and educational questions. Leadership and coordination at all educational levels, and the technical support of business and industry are vital components of a successful vocational education plan. In order to establish that plan, the Office of Vocational Education must constantly validate and assess the current state of vocational education in Georgia. In response to this need, Associated Educational Consultants, Inc. (AEC) was contracted to undertake a multifaceted study entitled, "A Comprehensive Needs Assessment for the Program of Vocational Education in Georgia." The objectives of this project are listed below:

To ascertain the current state-of-the-art of State level vocational needs assessment.

To design a needs assessment model for use by vocational education in Georgia.

To assess the current status of national priorities and goals for vocational education in Georgia.

To identify existing and planned program improvement activities and projects.

To collect and analyze objective and subjective data.

To develop and deliver preliminary reports which would offer an early review of the needs of personnel development and other critical areas.

To develop and disseminate products and reports.

In order to meet these objectives, AEC designed a structural procedure for the study which evolved into a six phase process.

Phase I:	Initial Research and Clarification
Phase II:	Preliminary Data Collection and Review
Phase III:	Expanded Data Collection
Phase IV:	Data Analysis and Review
Phase V:	Preparation of Products
Phase VI:	Dissemination

Five documents emerged as a result of this study. These documents include:

- PRELIMINARY PERSONNEL DEVELOPMENT REPORT
- STATUS OF VOCATIONAL EDUCATION IN GEORGIA: RESULTS OF A COMPREHENSIVE NEEDS ASSESSMENT SURVEY
- A COMPREHENSIVE NEEDS ASSESSMENT GUIDE
- FINAL REPORT: A COMPREHENSIVE NEEDS ASSESSMENT FOR THE PROGRAM OF VOCATIONAL EDUCATION IN GEORGIA
- EXECUTIVE SUMMARY: A COMPREHENSIVE NEEDS ASSESSMENT FOR THE PROGRAM OF VOCATIONAL EDUCATION IN GEORGIA

The first document, Preliminary Personnel Development Report, published in March of 1981, offered educational planners an early look at personnel development needs. These needs evolved as a result of on-site field interviews with Georgia educational personnel. The report also contained a review of the preliminary data collection. The documents reviewed were supplied in part by the Office of Vocational Education. Further review of relevant documents included literature and materials identified through ERIC/RIE, ERIC/CIJE, DATRIX II and DIALOG. This literature search was updated periodically during the project to ensure that all current information would be incorporated and reviewed for the needs assessment study.

Status of Vocational Education in Georgia: Results of a Comprehensive Needs Assessment presents the results of the field-tested survey conducted by AEC for the Office of Vocational Education in September, 1981. This mailed survey canvassed over 1000 individuals in the vocational education community with an almost 50 percent return response rate. This document represents an indepth analysis of the 13 topical areas which appeared in the surveys for assessment.

The Comprehensive Needs Assessment Guide which contains a model for implementation of a continuing needs assessment by the State is the third document developed as a result of this study. This guide is a self-contained instructional manual which covers all aspects of conducting a comprehensive needs assessment. It begins with a managerial plan, continues with the model itself, and culminates with a basic question pool and legal considerations from federal guidelines.

The fourth on the list of previously mentioned documents will bring together the conclusions and recommendations emerging as a result of the needs assessment. Primary sources for these conclusions are in fact the results of the needs assessment conducted by AEC and published in the Status of Vocational Education in Georgia: Results of a Comprehensive Needs Assessment Survey and the Preliminary Personnel Development Report. Secondary sources for these recommendations include the materials evaluated and reviewed as part of the state-of-the-art literature review, abstracts of which are included, for the most part, in the Preliminary Personnel Development Report. Caution should be taken in reviewing the secondary sources as the responsibility for the research done for these materials did not lie with AEC. Conclusions and recommendations were included with that perspective in mind and should be reviewed with the same consideration.

The final document produced as a result of this study is entitled, Executive Summary: A Comprehensive Needs Assessment for the Program of Vocational Education in Georgia. This document summarizes these recommendations and the results of the study for widespread dissemination to the appropriate members of the vocational education community.

CHAPTER II

METHODOLOGY

The overall objectives of the study were both specific and comprehensive in nature. Keeping in mind both the objectives and the six phase design of the study enumerated in Chapter I it must be noted that both the objectives and the procedural phases overlapped one another in the development of the five documents emerging from the study. However, it is expedient to review the methodology employed by reviewing these phases as they were initiated, step by step during the completion of the study.

Phase I and II were undertaken at the onset of the study. Beginning in the first week of February and for the following two (2) months, Associated Educational Consultants, Inc. (AEC) focused its efforts on data collection and a review of available materials collected and interviews conducted. From this concentrated data collection and review process, AEC went into the field to interview Georgia administrative and teaching personnel. These group interviews provided AEC with the opportunity to field test abbreviated forms of the proposed needs assessment instruments. They also provided those interviewed with the chance to discuss the scope of needs assessment and gave AEC the benefit of these open-ended discussions.

The group interviews were conducted at the Georgia Department of Education and at four regional sites on March 11, 12 and 13, 1981. AEC interviewed personnel at local vocational-technical school facilities in Albany, Atlanta, Augusta and Savannah. A complete report of the findings, analysis, and recommendations of these first two phases of the project can be found in the Preliminary Personnel Development Report submitted to the Georgia Board of Education, Office of Vocational Education, on March 25, 1981.

Phase III of the needs assessment study addressed the expanded collection of data. After the 13 topical areas which were to be surveyed were identified, the scope of the needs assessment instrument was reviewed. It was no longer possible to consider the use of a single needs assessment survey. Seven target populations had already been identified as crucial to the information collection process. The varying view-points and areas of understanding of these seven groups demanded that item sampling techniques be employed which would streamline not only the instrument itself but also the quality of the data collected. The end result of this streamlining process was the development of eleven separate instruments.

The topical areas were collated as to which groups could best provide the needed information. Customized questionnaires were developed for the Georgia Advisory Council on Vocational Education, Teacher Educators and Georgia State Staff personnel. The scope of the questionnaire was further expanded for secondary and postsecondary administrators and instructional personnel. These four (4) populations were subdivided into eight (8) survey groups, each presented with a different instrument covering specific topical areas. All groups in these four (4) populations were asked to respond to Background Information and Summer Conferences. The remaining topical areas were divided by subject relevancy for the eight (8) groups. A complete breakdown of these topical areas and the groups designated to receive questions reflecting these areas can be found in Chapter 2 of Status of Vocational Education in Georgia: Results of a Comprehensive Needs Assessment Study.

The next step in the process was the distribution of the survey instruments. Originally the distribution had been slated for April 20 - June 10, 1981. However, the decision was made to delay the survey to include input from all respondents from the August, 1981 conference. It therefore became necessary to wait until the fall semester to begin to collect the final data in order to reach all personnel through the schools.

The questionnaires were prepared for distribution during the week of September 21, 1981. All questionnaires were forwarded through a mailing procedure. The questionnaires were color-coded to facilitate analysis and identification. Various avenues were used, however, to implement this distribution. The questionnaires for State Staff personnel were mailed directly to the division directors who were then responsible for distribution of the questionnaires to the members of their staffs.

The Chairperson of the Georgia Advisory Council on Vocational Education received 35 copies of the survey instrument and was asked to disseminate the questionnaires to all other council members. Forty-seven county supervisors of postsecondary education were mailed questionnaires and asked for their responses. The vocational department heads of the University of Georgia, Georgia State University, Valdosta State University, and Georgia Southern College were forwarded copies of the surveys and asked to distribute them to their colleagues.

The postsecondary questionnaires were distributed to the directors of each of the 28 postsecondary vocational-technical schools in the State. They were asked to complete one questionnaire and distribute forms to three other administrators and four faculty members. Each director at the postsecondary institutions was asked to select instructional

respondents from two designated program areas. This insured that the results obtained would be from a cross-section of the six substantive program areas.

A similar approach was taken with all secondary institutions in the State. All district superintendents were contacted and asked to participate. Vocational supervisors of 174 schools were forwarded three surveys: one administrative form and two forms for instructors. Each supervisor was asked to respond to the administrative questionnaire and to select teachers from two specified program areas similar to the approach taken with post-secondary programs. The only difference was to obtain a cross-section of the seven substantive program areas. A detailed presentation of this distribution, as well as the response rate per group can be found in Status of Vocational Education in Georgia: Results of a Comprehensive Needs Assessment Study.

This expanded data collection also included updating the state-of-the-art literature review. The search for relevant documents concerning needs assessment had continued during the survey implementation. These documents were collected and reviewed for relevance and possible reference in the final report. Relevant documents were summarized and recommendations and activities were extracted for their inclusion in the final needs assessment analysis.

Phase IV Data Analysis and Review, was undertaken from several perspectives. Summary tables, charts and priority indices were developed in order to form conclusions relating to the needs of vocational education. The complete report of the analysis of the survey is presented in the Status of Vocational Education in Georgia: Results of a Comprehensive Needs Assessment Survey.

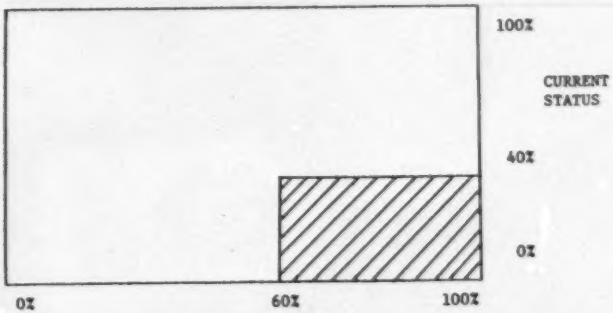
In a number of instances, the data collected from the survey was presented by a percentage analysis of the number of respondents answering each of the possible options. The second form of analysis for the survey was a criticality function analysis which was proposed by Hershkowitz.[1] This analytical approach was used for those questions in which the respondents were asked to assess both the importance and the current status of a [illegible], or standards. Essentially these questions required the

[1]Hershkowitz, Martin. "Critical Issues in Educational Needs Assessment," Educational Planning. Toronto: Journal of the International Society of Educational Planners, Vol 3, No. 2, October 1976, pp 6-15.

respondents to rate, on a five point scale, the importance of the goal or standard and the system's progress in reaching that goal. Using there results, the criticality function was plotted as in the following figure which uses a percent of respondents to measure both areas.

FIGURE I

CRITICALITY FUNCTION ANALYSIS



Each goal or standard was rated by respondents as more or less important and well or poorly attained. The percent of respondents rating on the positive end of the importance scale, and the percent rating the goal or standard low in attainment was considered a critical need.

The third method of survey analysis, content analysis was utilized to extract information from the open-ended questions.

The data analysis segment of Phase IV was completed with the analysis of the survey findings and the evaluation of secondary source materials. A thorough review of these analyses was undertaken by AEC in order to meet

the second overall objective of the study, i.e., to identify existing and planned program improvement activities and projects. The conclusions reached in the analysis of the summary tables, charts, priority indices, and other data were further escalated to obtain recommendations and viable activities to implement these recommendations. The advisements that emerged as a result of this study constitute the remainder of this document.

Phase V and Phase VI of the study are self-explanatory. Associated Educational Consultants, Inc. (AEC) has prepared the aforementioned documents and stands ready to disseminate these through a presentation program at the behest of the Office of Vocational Education.

Design of the Survey

One of the major efforts of this project was the development and implementation of a comprehensive statewide needs assessment of vocational education at the secondary and postsecondary levels. The results of this statewide needs assessment survey can be viewed in a separate document entitled, Status of Vocational Education in Georgia: Results of a Comprehensive Needs Assessment Survey. To insure that this research document would provide current and valid information, a six (6) step procedural outline was developed and utilized in order to complete the needs assessment.

The first step in this procedure was to identify the populations to be surveyed. The following groups were selected because of their backgrounds, experience and ability to provide appropriate information. Information collected from these administrative and instructional personnel would prove to be instrumental in sophisticating the planning activities for secondary and postsecondary programs in the State of Georgia. The groups selected were:

- Secondary Instructors
- Postsecondary Instructors
- Secondary Administrators
- Postsecondary Administrators
- State Staff
- Georgia Advisory Council on Vocational Education
- Teacher Educators

There were, of course, other groups who might have also served to provide the needed information but the seven selected were chosen because of the theoretical as well as practical backgrounds from which they would be able to draw.

The second step of the six (6) step procedure was to enumerate which topical areas should be included in the survey instruments distributed to the seven (7) target populations. It was decided that survey efforts should focus on

national concerns as well as those at the State and local levels. The final determination as to which subject areas should be highlighted was made and the following 13 categories emerged as those to be included in the surveys:

- Background Information
- Rating of Summer Conferences
- Personnel Development
- Research
- Curriculum
- Preservice/Inservice
- Vocational Objectives at the Secondary Level
- Vocational Objectives at the Postsecondary Level
- Georgia Advisory Council on Vocational Education Recommendations
- Administrative/Supervisory Areas
- Performance Elements
- National Priorities
- Current Issues

The third step in the process was to construct questions that could comprehensively sample the opinions of the previously mentioned groups concerning these categories. Basically, four types of response formats were presented in the survey instrument. These formats included multiple-choice, evaluation, open-ended/short written answers and discrepancy ratings.

The fourth step in the development procedure was a question by question review of all seven instruments with the Project Monitor. As a result of this analysis, the instruments were revised, adding and deleting questions in various categories as determined by this review. At this point, the decision to item sample the questionnaires was made resulting in the need to expand the survey instruments and further divide the seven groups of respondents who would receive the instruments.

The construction of a new set of needs assessment instruments constituted step five of the process. The volume of information which would be needed as well as the wide range of questions covered demanded that the distribution procedure and collation of the instruments to be distributed be further explored.

Step six of the process was the distribution of the surveys to each of the designated groups. The distribution took place during the week of September 21, 1981. This particular time was chosen so that the respondents might have an expanded frame of reference from the August, 1981 summer conference as well as input from the opening of school for the fall quarter. A further breakdown of the distribution process is related in Table 2.1.

Table 2.1

DISTRIBUTION OF NEEDS ASSESSMENT INSTRUMENTS

	Population Surveyed	Number Distributed	Response Rate Reported
1.	Georgia Advisory Council on Vocational Education	35	11%
2.	Teacher Educator	50	
	University of Georgia	20	
	Georgia State University	15	
	Georgia Southern College	10	
	Valdosta State College	5	34%
3.	State Staff	62	
	Division of Vocational State Planning and Operations	6	
	Division of Vocational Program Management	7	
	Division of Vocational Instruction	34	
	Division of Vocational Program Development	10	
	Industrial Development Program	5	66%
4, 5	Postsecondary Administrators	112	
	a. Research based survey	56	
	b. Curriculum based survey	56	68%
6, 7	Secondary Administrators	302	
	a. Research based survey	151	
	b. Curriculum based survey	151	47%
8, 9	Postsecondary Teachers	112	
	a. Research based survey	56	
	b. Curriculum based survey	56	62%
10, 11	Secondary Teachers	348	
	a. Research based survey	174	
	b. Curriculum based survey	174	32%
	Total	1,021	45%

CHAPTER III

CONCLUSIONS, RECOMMENDATIONS AND ACTIVITIES

This chapter contains a sampling of the type of conclusions, recommendations and activities that are presented in the project document entitled, Final Report: A Comprehensive Needs Assessment for the Program of Vocational Education in Georgia.

The conclusions and subsequent recommendations were developed in two ways. The primary conclusions are based on the two primary sources of this study:.

1. STATUS OF VOCATIONAL EDUCATION IN GEORGIA: RESULTS OF A COMPREHENSIVE NEEDS ASSESSMENT STUDY

2. PRELIMINARY PERSONNEL DEVELOPMENT REPORT

Secondary or supplemental sources, that is, reports not generated by Associated Educational Consultants, Inc. (AEC), were also reviewed in formulating conclusions and recommendations for the project. The conclusions and subsequent recommendations and activities which were extracted from other agencies' documentations must be considered as only supplemental to recommendations highlighted by the primary sources.

A summary of the total number of conclusions, recommendations and activities is reported in Table 3.1.

Table 3.1

	Conclusions	Recommendations	Activities
Primary Sources	41	55	230
Secondary Sources	26	72	105
Total	67	127	335

Of the 127 recommendations that were drawn, 41 focused on the area of professional development, 46 on various aspects related to the curriculum, 25 on research needs, while the remaining 15 were tied to the objectives of vocational education, recommendations of the Georgia Advisory Council and related issues.

The following are examples of the conclusions, recommendations, and activities as they relate to various areas.

Summer Conference

CONCLUSION: The majority of secondary and postsecondary personnel, as well as the State Staff, related they favor the current duration of the summer conference. Secondary and postsecondary administrators were the groups most in favor of reducing the length of the conference. The State Staff gave the greatest support to the summer conference.

Recommendation:

- It is recommended that the summer conference be the same duration over the next two years as it has in the past.

Activities:

- Conduct objective evaluations of each conference activity; include, for each, "Could this activity have been accomplished

  ____ at the local level?
  ____ at a regional conference?
  ____ in a newsletter?"

- Conduct a post-conference evaluation, by all participants, asking the perceived effect of:

  ____ continuation of the annual summer conference as currently structured
  ____ State and regional conferences in alternating years (3-day duration)
  ____ reduction of the length of the annual conference to:

    ____ one day
    ____ two days

- Require all nonparticipants to submit, through their administrators, specific reasons for nonattendance. Compile and analyze reasons.

Recommendation:

- After the 1984 summer conference, explore the desired length of the summer conference.

Activities:

- For 1985, conduct a one-day statewide administrative conference supplemented by (at least) two one-day regional conferences. Include: funding update (at statewide conference); one day of human relations skills; and one-day industry update (at regional conferences).

- For 1985, conduct three regional one-day conferences for teachers of each substantive program area. Include: one day of hands-on updating; one day of industry visitation/presentation regarding entry requirements, scope of operations and needs; and one day of pedagogical skills for competency-based, individualized instruction management, including human relations; secondary and postsecondary teachers to attend to promote articulation. Coordinate dates to concur with (1) planned school year holidays/vacations or (2) secondary level inservice days.

CONCLUSION: The rate of participation in the summer conference was greater by postsecondary administrators followed by postsecondary instructors. According to their responses, secondary administrators had the lowest rate of participation; secondary instructors showed the second lowest rate of participation.

Recommendation:

- Since there was indication from secondary administrators that the conference did not address their needs, planners of the summer conference should take a close look at programs addressing the needs of secondary administrators.

Activities:

- Survey secondary administrators (as well as other secondary personnel) to determine: (1) specific omissions in conference activities that deterred attendance and (2) specific needs not addressed in previous summer conferences.

- Conduct regional industry based/presented conferences to emphasize the role of secondary vocational preparation in (1) regional economic development and (2) promoting job-specific postsecondary training that is articulated with secondary training.

- Include secondary administrators in meetings of postsecondary administrators' meetings to promote (1) articulation in general, (2) sharing of information and instructional resources and (3) personnel exchanges.

Recommendation:

- Since many of the secondary instructors indicated that they did not attend the summer conference because of summer employment, the State should consider paying these teachers to attend or see that the summer conference inservice programs are related back to the individual teachers.

Activities:

- Seek financial subsidy and/or paid release-time from industry.
- Record (tape, videotape or write) conference activities; circulate for use during local inservice.
- Seek base-rate (State rate) subsistence reimbusement (or one-half base-rate) from State Legislature.
  Rationale: This is a support to the State's emphasis on economic development.
- Publish newsletter-type transcript/summary of summer conference activities/presentations.
- Arrange for academic credit (or credit-toward-plan-of-study) for participants, awarded according to stated guidelines acceptable to the participant's university of record. (Participant to pay tuition)

CONCLUSION: Overall, secondary instructors and administrators and post-secondary instructors and administrators as well as State Staff rated the summer conference in the range of "somewhat useful" to "very useful." Postsecondary instructors and administrators were the most critical; the State Staff gave the most positive reactions.

Recommendation:

- Conduct pre-conference personnel needs assessment to assure that both secondary and postsecondary staffs will have programs available at the summer conference that meet their needs for teaching and administration.

Activities:

- Compile data on occupational skills needs of teachers and administrators; provide hands-on updating.
- Compile data on pedagogical skills needs; provide updating through role-play, demonstration or other group-interactive methods.
- Compile data on individual and group needs; publish and disseminate results to all participants with summer conference registration notices; show correlation between stated needs and related conference programs (to substantiate rationale for conference schedule).
- Provide one full day of conference activities with separate schedules for new teachers/supervisors/administrators (three years or less in position) and experienced personnel.

Recommendation:

- It is recommended that a needs assessment be given to a random number of secondary teachers and administrators and postsecondary teachers and administrators on a yearly basis to obtain their personal input to programming the summer conference.

Activities:

- Implement the Needs Assessment Model as presented.

Recommendation:

- It is recommended that a needs assessment be conducted biennially with former students and representatives of business and industry. This should be a randomized sampling across the State, representative of all major vocational program areas.

Activities:

- Include needs assessment instrument with two-year and five-year follow-up.
- Include all members of State and local advisory committees and craft (program) advisory committees in a needs assessment to be administered through local schools.

- Include a sample of program completers in a needs assessment as they exit the program.

- Include, from each postsecondary school, all program leavers in the needs assessment.

- Include in a needs assessment process selected employers who represent the major substantive areas of vocational education as well as new and emerging technologies. This sample should include representatives from the following:

  - all firms served by Quick Start
  - 25 "new" industries (entered Georgia or a new location in Georgia within the past five years)
  - ten firms employing 5,000 or more
  - 100 firms employing 500 - 4,999
  - 100 firms employing less than 500

Personnel Development

CONCLUSION: The secondary administrators, postsecondary administrators and Georgia Advisory Council ranked Curriculum Development as the number one priority of the five categories of Curriculum Development, Exemplary and Innovative Programs, Personnel Development, Research and Student Services for areas of program improvement both for preservice and inservice over the next two years. The above-mentioned groups ranked Personnel Development as their number two choice. Teacher Educators ranked Personnel Development as their number one choice, followed by Curriculum Development.

Recommendation:

- In targeting preservice and inservice programs to be improved over the next two years, the State should place emphasis in Curriculum Development as well as Personnel Development.

Activities:

- Train/update teachers to be learning managers of competency-based/performance-based education.

- Train/update supervisors to be managers of competency-based/performance-based curriculum development/revision/application.

- Train/update support staff to facilitate open-entry/open-exit competency-based/performance-based individualized programs.

Recommendation:

- Over the next five years, the emphasis should be on Curriculum Development as the number one priority, followed by Personnel Development, Exemplary and Innovative Programs, Research and Student Services.

Activities:

- Focus curriculum development efforts not only on meeting individual student needs but also on individualized delivery styles of teachers; i.e., instructor manuals must be directive but also must allow for effective application by teachers of varying personalities and degrees of creativity.

- Conduct ongoing preservice/inservice of evaluation standards for cognitive and affective components of competency-based education.

- Validate psychomotor performance standards. Train/update instructors on related evaluation; i.e., "degree" of competence acceptable to industry.

CONCLUSION: Secondary administrators and supervisors, when asked to indicate what they considered to be the three greatest strengths of the Georgia vocational education system, said they considered "Program variety and quality" to be the system's greatest strength. A very close second was "State leadership and funding efforts." Willingness to provide financing for updated equipment and facilities, while allowing for some degree of local control, and strong leadership in program improvement were attributed to the State Department of Education. The third greatest strength of the Georgia vocational education system, as listed by secondary administrators, was "dedicated instructors." The willingness of teachers to share ideas and methods, their professionalism and leadership were qualities most often mentioned. The fourth greatest strength of Georgia vocational education, as perceived by secondary administrators and supervisors, was "staff development programs," such as inservice programs, workshops, the New Teacher Institute, the annual vocational conference and summer workshops provided by industry. The Georgia Advisory Council and postsecondary administrators and supervisors also cited staff development programs as a strength of the Georgia vocational education system.

Recommendation:

- It is recommended that the Office of Vocational Education continue to provide State leadership and funding to allow the schools to provide a variety of programs and constantly update these vocational programs and staff.

Activities:

- Provide funding to train teachers and administrators to foster increased cooperation with business and industry; e.g., technical updating workshops, teacher updating in industry, utilizing industry facilities, personnel and training suggestions.

- Establish partners-in-education agreements with business/industry to provide supplementary funding/sponsorship/assistance in personnel updating.

- Encourage membership and activity in professional organizations dedicated to industry-education cooperation; e.g., AVA, National Association for Industry-Education Cooperation.

Recommendation:

- Continual efforts should be provided by the Office of Vocational Education for staff development programs, articulation with higher education institutions and understanding the comprehensive high school concepts as related to vocational education.

Activities:

- Promote vocational education as a prerequisite/supplement to higher education (e.g., engineers with machine shop backgrounds, RN's with Health Occupations training) through vocational personnel training that emphasizes skills required in the related occupations as well as entry-level occupational skills.

- Develop plan for articulation of vocational personnel between levels of instruction (communications channels, personnel exchange).

- Develop cluster-approach delivery systems to take advantage of teacher skills; e.g., horticulture and marketing/distributive education, graphic arts and commercial art.

CONCLUSION: Postsecondary administrators and supervisors related their perceptions of the three greatest strengths of the Georgia vocational education system. The "dedication of teachers and administrators" is considered to be the greatest strength of the system by postsecondary administrators and supervisors. Like their counterparts in the secondary schools, postsecondary administrators feel that the highest response, "diversity and quality of instructional programs," is a big factor in the success of Georgia's vocational education effort. The third highest response,

"accessibility of schools," indicates that the geographic location of the postsecondary schools is an asset in student recruitment. The "quality of facilities and equipment" received the fourth highest response, along with the influence of the "strong State leadership," also mentioned by the secondary administrators.

Recommendation:

- Continual effort should be maintained by the Office of Vocational Education for providing diversity and quality instruction programs in vocational education.

Activities:

- Develop/disseminate computerized management system to identify job-specific competencies according to LEA service area and statewide opportunities.
- Identify/program computerized retrieval system for specific competencies, by occupation, to be addressed by students according to their career goals.
- Provide teacher inservice on computer usage for identifying competencies specific to students' career goals.
- Assure that all postsecondary institutions have materials/ equipment necessary to accommodate local employment needs and varied student career goals.

Recommendation:

- Special attention should be given to insuring strong State leadership to continue providing the excellent accessibility to vocational programs. Quality of facilities and equipment to meet the needs of business and industry particularly as related to high technology, should continue to receive great emphasis.

Activities:

- Provide teacher and administrator training on how to identify and evaluate the appropriateness of high technology equipment and processes in the vocational program.
- Provide teacher inservice on how to determine instruction pertinent to student needs, such as psychomotor competency development

related to advanced technology in the service area versus knowledge of the advanced technology.

- Continue recruitment/training emphasis to provide a cadre of teachers familiar with current business/industry procedures/ skills.

CONCLUSION: When Teacher Educators related the three greatest strengths of the Georgia vocational education system, the leading response was "quality/diversity of programs." The second highest response identified "staff development programs," such as inservice training, the New Teacher Institute, the annual State conference and the program for nondegreed instructors, as strengths in vocational education.

Two categories received the third highest response: "accessibility of schools" and "State Staff." Once again, the importance of the geographic location of low-cost vocational schools emerges as a strength in the system. The staff development programs at the State level and the related rapport between Teacher Educators and State Staff were strengths frequently cited by Teacher Educators. As did secondary and postsecondary administrators, Teacher Educators also ranked the "dedication of teachers" as the fifth greatest strength.

Recommendation:

- Continuing effort should be made by the Office of Vocational Education to provide support for curriculum development and preservice and inservice staff development.

Activities:

- Research private sector attitudes/resources/capacity for providing vocational personnel update training.
- Provide guidelines/intensive training for CESA coordinators to locate and develop more diverse cooperative sites. This is particularly important in areas/periods of high unemployment.
- Provide guidelines (procedures and format) for CESA coordinators to obtain competency-specific employer evaluation of CESA students.

CONCLUSION: When postsecondary administrators and supervisors related their views of the most critical needs of Georgia's vocational education system,

the leading responses were "higher teacher salaries" to attract and retain instructors and to remain competitive with industry. One respondent suggested the establishment of an incentive award program to reward instructors for outstanding performance. In the second highest response, "updated curriculum," postsecondary administrators requested "clear-cut objectives at all program levels," as well as "competency-based program entrance" and "ongoing evaluation to industry standards." Two categories received an equal number of responses as the third highest need: "upgraded equipment" and "strong State leadership." Postsecondary administrators expressed a need for equipment which students will be expected to use on the job, especially in emerging high technology occupations. The fourth highest response, a perceived need for "strong State leadership," provided clarification in statements such as "separate secondary and postsecondary divisions," and "increased State Staff visitation to local schools."

Recommendation:

- It is recommended that "updated" revisions and new curriculum be developed to meet the needs of students and to meet standards of business and industry. The most pressing curriculum revisions should be made within the next two years, with all major curriculum areas being revised and updated within the next five years.

Activities:

- Develop/provide student/teacher materials/methods of insuring inclusion of affective skills training in all vocational programs: leadership/followership; neatness/safety; work ethics (including attendance/cooperation/pride/productivity. Consider adaptation of "quality circle" concept through VSO's and other class-related activities.

- Provide supplemental preservice/inservice personnel training on human relations, including how to emphasize and evaluate effective components of competency-based curriculum activities.

- Develop procedures/guidelines to be used by employers to ensure more effective, comprehensive, hands-on training and evaluation of students in the job setting in relation to cooperative placements. Train/update Cooperative-Job Placement Coordinators to provide utilization guidance to cooperating employers.

Recommendation:

- It is recommended that the Office of Vocational Education take national leadership in exploring (through research and planning) high technology as it relates to certain technical programs at the postsecondary schools.

Activities:

- Expand partners-in-education concept of Quick-Start to all State industry/business: increase publicity regarding vocational education services of adult training/retraining to increase productivity and economic development in firms that otherwise possibly could not afford or are unwilling/unknowledgeable about training and moving into new/higher technology applications.

- Continue/expand dialog and investigation of industry changes/standards to identify current personnel problems and concerns; e.g., persons trained to teach/perform unitized auto body repair; specialized electronics manufacturing, maintenance and repair; environmental controls manufacturing, use and application, such as water transportation, water pollution, industrial plant and auto emissions controls; birthing clinics; application of interactive computer systems to perform both data and word processing. Effects of such investigation may require redefining the roles of the various levels of instruction; i.e., secondary, postsecondary vocational education as they apply to less-than-degree occupations.

- The Georgia Office of Vocational Education is in the unique position of serving the needs of a state into which industries are moving, and, as new plants are built, new equipment (much of it "high technology" equipment) can be introduced. Economic recovery in other parts of the nation will require older firms to upgrade their facilities and employee skill. Thus, as Georgia's vocational education system explores and develops methods to meet new business/industrial needs and procedures, these valuable, transferable experiences and information should be recorded and shared with business, industry and education through the national vocational education and governmental networks.

Recommendation:

- It is recommended that strong State leadership be provided in defining methods for accomplishing the goals of secondary and postsecondary vocational-technical programs.

Activities:

- Provide guidelines and training for vocational personnel to assume leadership roles in their industries and communities; i.e., to make things happen rather than just reacting to current status/conditions. Teachers themselves should follow the precepts of VSO training for leadership.

- Provide training and special certification to a cadre of retired/unemployed teachers (such as English, social studies) to serve as secondary/postsecondary substitute teachers of job-search/job-survival skills/community life skills.

- Office of Vocational Education personnel should conduct periodic visits to each of the 29 vocational settings over the next three years. Visits should not be evaluation visits, but should serve as "sounding board" forums (such as the Staffing Study) on high technology curriculum development and support and personnel development (for all staff members). The constitution of such a forum should be: the local vocational director and school staff representing all substantive program areas and support services, and the Associate State Superintendent of Schools - Office of Vocational Education and the five Division Directors. Members of local business/industry may also be required to present evidence and suggestions. These visits should be a minimum of two days each.

Curriculum

CONCLUSION: Slightly less than one-fourth of the secondary instructors, but more than one-third of postsecondary instructors reported that they used competency-based curriculum all of the time. Approximately 80 percent of secondary instructors and 90 percent of postsecondary instructors reported that they use some form of competency-based instruction. About 50 percent of secondary instructors and 60 percent of postsecondary instructors used curriculum developed by a combination of State, local and commercial agencies.

Recommendation:

- It is recommended that continual efforts be made to explore, through commercial agencies, the newest and most relevant products and methods for supplying vocational curriculum.

Activities:

- Utilize groups of experienced teachers at summer conference to (1) review competency-based commercial, extra-state and state exemplary and innovative curricula and (2) make recommendations for adoption or adaptation.

- Identify field-test sites for application of competency-based curricula identified by summer conference review groups.

- Continue to conduct teacher support sessions to introduce or reinforce management techniques.

CONCLUSION: In dealing with high technology related curriculum, secondary instructors and secondary administrators related very high responses that their tools, equipment, materials and processes were meeting their levels of need. The postsecondary instructors and postsecondary administrators, however, reflected a much lower response that their curriculum was meeting the needs of high technology as related to tools, equipment, materials and processes. Although the postsecondary personnel feel they have updated their curriculum in some programs, they feel additional planning and funding is needed for advanced high technology.

Recommendation:

- It is recommended that the Office of Vocational Education define high technology in terms of its application in the substantive program areas and as it applies to secondary, postsecondary and teacher education.

Activities:

- Identify a core of computer applications that is common to all vocational program areas; develop computer literacy/usage modules of instruction.
- Provide funding for classroom microcomputers; seek industry/legislative assistance in providing hardware; provide funding for/develop program-specific software as appropriate.
- Develop checklist for teacher self-appraisal and for formal program evaluation of tools/equipment/materials and instructional support materials according to business/industry input (through formal and informal identification procedures) of high technology innovations pertinent to public education.

CONCLUSION: Secondary teachers and postsecondary teachers were asked how much time they devoted to individual, small group and large group instruction. The majority of secondary teachers divided their time in a similar way: one-fourth of their time was devoted to individual instruction, one-fourth to small group instruction and the remaining 50 percent was geared to large group instruction. Postsecondary teachers did not show enough frequency of response to indicate any patterns for division of their teaching hours.

Recommendation:

- It is recommended that inservice for postsecondary teachers focus on classroom management of individual instruction, small group instruction and large group instruction.

Activities:

- Continue to conduct teacher education workshops that focus on classroom management systems that make the most effective use of individual, small group and large group sessions as they relate to student needs.
- Develop/disseminate guidelines for classroom management of individualized, competency-based instruction, including strategies such as having more advanced students helping slower students. (This will help the student-teacher to reinforce his/her own skills as well as learn effective supervisory techniques.)
- Develop or conduct workshops to teach teachers to develop units/modules of advanced competencies for students who demonstrate high levels of proficiency; include analytical applications related to high technology applications, supervision, planning, design, etc.

CONCLUSION: Secondary and postsecondary teachers reported parties responsible for reviewing their curriculum for relevancy/appropriateness. Secondary teachers related that the school supervisor shoulders most of the responsibility for curriculum review. State evaluation teams and program advisory committees were indicated as the two groups with the next highest degree of responsibility. Teachers from the same program area and State Staff are also involved in curriculum review but not to the same degree as that of the previously mentioned evaluators.

Recommendation:

- It is recommended that the Office of Vocational Education share the responsibility of reviewing curriculum for relevancy and appropriateness.

Activities:

- Conduct technical updating workshops for State Staff and evaluation/curriculum review teams, utilizing business/industry through presentations/seminars and, particularly, on-site visitations to observe skill needs/applications as they relate to total operations.

- LEA supervisors should establish a regular schedule of visitation to business/industry in the service area to discuss and observe current competency requirements.

- Develop a form, to be completed annually and submitted to OVE by LEA supervisors; to identify tool/equipment/materials/processes used by business/industry in the service area; to indicate (1) innovations related to high technology and/or new/emerging occupations, (2) frequency of occurrence, and (3) whether these are innovations that should be addressed by public education or whether business/industry recommend that they do their own on-the-job training because of singular application, rapid change that limits the usability of a related skill, etc.

CONCLUSION: When the secondary and postsecondary instructors were asked if a State curriculum was available for their program, at least four out of every five instructors at the secondary level indicated that a State curriculum did exist for their program. However, only three out of five postsecondary instructors related that a State curriculum was available for their program.

Recommendation:

- If the State curriculum is available for a particular program, then inservice programs should be provided in reviewing this curriculum with new instructors. If a State curriculum does not exist for a particular program, it is recommended that the State Department continue to develop curriculum for that program that meets the needs of students within the State.

Activities:

- Introduce specific curricula through vocational teacher education programs according to area of certification; i.e., courses in methods of instruction should be content specific so that teachers learn at the outset to manage their own area of competency-based curriculum.

- Develop or adopt occupationally specific competency-based curriculum units of instruction as necessary to fill voids.

- Conduct periodic reviews/updates of current competency-based curricula to determine validity of (1) occupationally-specific exit points and (2) performance standards and student performance required to demonstrate attainment. Consider specification of more than one "level of competency attainment", i.e., routine performance of a basic task versus problem-solving analysis and performance of a related task.

CONCLUSION: When the secondary and postsecondary instructors were asked to evaluate the current State curriculum, almost three-fourths of the secondary instructors considered the State curriculum to be comprehensive, although a smaller percentage considered it to be up to date. Conversely, at the postsecondary level, the State curriculum did not fare quite as well. In terms of comprehensiveness, two-thirds indicated dissatisfaction. But, in terms of current relevance, fifty percent of the postsecondary instructors gave a positive response.

Recommendation:

- It is recommended that the secondary and especially the postsecondary State curriculum should be on a periodical update schedule to meet the new sets of standards related to advanced and high technology.

Activities:

- Utilize State-level "associates" (such as industry-specific members of the State Advisory Council) to review curriculum for competency statements and standards.
- Establish/maintain articulation with other states, apprenticeship training programs, military and other agencies, including manufacturers/distributors to identify current standards and projections for need through the '80's.
- Conduct inservice teacher updating to upgrade skills related to standards that have changed since their occupational competency evaluation (OCE) and/or as related to updated curriculum.

Current Issues

CONCLUSION: The respondents were presented with a list of 20 current issues related to vocational education. This section of the needs assessment instrument was completed by all respondents except the representatives of the Georgia Advisory Council. Respondents were asked to review the list and then indicate how well each issue is presently being met by professional development activities in Georgia. They were then asked to relate how important they feel professional development for vocational administrators is in relation to each issue. A four-point scale ranging from "excellent" to "poor," with a fifth category entitled "not aware of any activity," was used to rate present professional development activities. The importance ratings were recorded on a four-point scale which ranged from "very important" to "not important." The scaled responses on present status and importance were subjected to a "critical function" analysis to determine critical needs.

A critical need exists if two factors exist. First, the item must be rated as being currently accomplished by 40 percent or less of the respondents and second, 60 percent or more of the responding group must indicate that assistance is needed.

Thirteen (13) of the 20 issues were identified by the State Staff as being critical needs. The following three (3) issues were given the highest priority:

1. Vocational guidance/counseling
2. Advanced/high technology updating (tools, equipment, materials, processes)
3. Program articulation (between schools of the same level)

An examination of the perceptions of secondary administrators reveals that five (5) of the issues are considered critical:

1. Advanced/high technology updating (tools, equipment, materials, processes)
2. Program articulation (between institutions of different levels)
3. Student assessment (for program placement)
4. Vocational guidance/counseling
5. Determining/filling needs of local/state business/industry

The teacher educator data also renders five (5) issues as being most critical:

1. Program articulation (between institutions of different levels)
2. Student assessment (program evaluation)
3. Program articulation (between schools of the same level)
4. Advanced/high technology updating (tools, equipment, materials, processes)
5. Selection/utilization of craft advisory committees

The postsecondary administrators rated fewer issues as critical and, of those that were rated, the criticality function was less intense. The two issues that stand out most in the analysis of their responses are:

1. Program articulation (between institutions of different levels)

2. Community/citizenship life skills

An even lower level of criticality was noted in the ratings of instructors at both the secondary and postsecondary levels. The most critical issue identified by the postsecondary instructors is "Advanced/high technology updating (tools, equipment, materials, processes)," while the most critical rating offered by their secondary counterparts is "Program articulation (between institutions of different levels)."

Research

CONCLUSION: The needs assessment instrument was completed by instructors and administrators at both the secondary and postsecondary levels. Respondents were presented with seven (7) questions relating to research. The instrument offered the respondents the opportunity to rate various methods of disseminating information as well as the quality of that information. The respondents were also asked to list research needs as they related to school personnel, school facilities, advanced technology and other problem areas.

It appears that on information dissemination, the secondary instructors, secondary administrators, postsecondary instructors and postsecondary administrators feel that explanations of demonstration projects, exemplary projects and research efforts are not well disseminated. Information on innovative techniques scored the highest rating among the four (4) groups.

It is apparent that the summer conference did not explain these various projects to all groups of personnel. The postsecondary administrators appeared to be the most critical of all four groups. Thus a concerted effort must be directed to these administrators if they are to put their efforts to work within their school setting.

Recommendation:

- It is recommended that a system be devised to disseminate demonstration projects, exemplary projects, innovative techniques and research efforts.

Activities:

- Publish and disseminate abstracts of all state and federally funded demonstration, exemplary and research projects to LEA's.
- Collect, through LEA administrators, abstracts of innovative techniques initiated by local staff. Include in-state dissemination "abstracts."
- Schedule presentations of "successful" projects at State and regional conferences.

CONCLUSION: The respondents were asked to rate the quality of information in regard to nine (9) different student populations. These respondents included secondary instructors, secondary administrators, postsecondary instructors and postsecondary administrators. Overall, the quality of information available on women appeared to have the rating of "adequate" to "excellent." The quality of information available on minorities is rated "adequate" to "excellent." The quality of information available on limited English-speaking and on displaced homemakers was rated "inadequate." The quality of information available on disadvantaged seemed to be favorable. The quality of information available on handicapped persons was "adequate" to "excellent." The quality of information available on urban students and on rural students appeared to be less than desired.

Recommendation:

- Of the nine (9) broad-based areas regarding the quality of information available, five should be addressed as areas of highest need: limited English-speaking, displaced homemakers, other displaced workers, urban students and rural students.

Activities:

- Following the pattern of emphasis on mainstreaming the handicapped, develop and incorporate units of instruction or course offerings dealing specifically with the five groups (limited English-speaking, displaced homemakers, other displaced workers, urban students, rural students) in the vocational teacher education institution program of studies (undergraduate and graduate levels).

- Utilize external agency (e.g. YWCA) publications and resource persons to update/inservice teachers on successful strategies and procedures for meeting the needs of the five groups.

- Identify and invite articulate members of the five groups to present their side of the story at inservice functions.

- Identify and invite teachers of successful programs for the five groups to present their strategies and procedures at inservice functions.

Also related to research needs as expressed by the open-ended questions dealing with school personnel, school facilities and equipment, and curriculum, the following priorities were highlighted:

The highest responses to Research Needs: School Personnel are as follows:

- Teacher development

- Supervisor development

- Technological updating of teachers

- Preservice training for teachers from industry

The highest responses to Research Needs: School Facilities and Equipment are as follows:

- Updating equipment for more high technology

- Adaptations for the handicapped

- Innovative funding sources

- More space

- Separate facilities for handicapped

The highest responses for Research Needs: Curriculum are as follows:

- Adaptation to high technology
- Competency-based curriculum guides for all programs
- New and emerging occupational competencies
- Task linkage with industry
- Energy/conservation/pollution control program
- Special needs curriculum

CHAPTER IV

OVERVIEW OF NEEDS ASSESSMENT GUIDE

The Office of Vocational Education in the State of Georgia is committed to providing its schools with the most current and effective means for educating its students. In order to ensure that this commitment is being met, research procedures, exemplary programs, student services, curriculum materials and methods of personnel development must be continually assessed and their needs addressed at secondary and postsecondary levels.

The structure of our economic society demands that we give our students the advantage of the latest and most accurate technology available. The reality of the "world of work" demands that vocational students be given every advantage of updated materials, curriculum and instructors so that they may realistically compete for jobs.

Training and education are not static. We must constantly be evaluating and assessing the objectives by which we strive to meet our goals. We must continually ask:

- What is the ideal?
- What is the reality?
- What is the discrepancy?
- How can we close that gap?

To answer these questions, we must proceed with a self-examination. The solutions we seek will be only as good as the analysis we employ. All avenues must be explored. We must be prepared to measure the components of education. A needs assessment is an effective measurement by which determinations are made concerning:

- the prioritization of goals
- the validity of educational objectives
- the identification of gaps between current and desired results
- the effectiveness of the delivery systems

A needs assessment should be a continuing process: an appraisal cycle which reinitiates itself with each evaluation. A needs assessment should be flexible with constant attention and updating to ensure that all relevant needs have been addressed. A needs assessment should adapt itself to these changes. Redesign and revision should be integral steps in the needs assessment process.

Too often we concern ourselves with only the obvious aspect of education: curriculum. Our assessment should include not only curriculum but personnel development, research, innovative programs and student services. We will measure our performance from all angles, not from the easiest and most available.

Composition of the Guide

For easy access and referral, the Needs Assessment Guide is divided into five (5) parts with an Appendix. Part One continues with an overview of the entire needs assessment process. Any administrative program will be only as effective as the managerial plan on which it is based. Delineation of responsible parties is also essential to the successful execution of administrative programs. Flow charts and accompanying outlines provide a management plan and enumerate in detail the parties responsible for implementing each phase of that plan. Part One also offers a suggested action timetable for implementing the needs assessment process.

Part Two of the Guide is a comprehensive model for each of the four phases of the needs assessment program: planning, implementation, assessment and dissemination. Flow charts and other graphics are included to further illustrate the various phases of the needs assessment program.

Part Three presents a Question Pool of field tested survey questions which have been categorized into Program Improvement Areas and Topical Areas of Concern. Also included in the Question Pool are additional question categories which have been targeted for specific populations.

Part Four is a detailed look at the standards on which the actual needs assessment should be based. Federal legislation has provided the states with objectives to be considered in program improvement. Five standards emerge as the foundation on which a continuing plan for program improvement in vocational education is built. These standards subsume an understanding of the need for program improvement based on a systematic and comprehensive

identification of needs. In addition the standards stipulate that a program improvement plan must be related to the organization's mission and values and include strategies for implementation and evaluation.

Part Five is an overview of the scope and priorities of vocational education legislation program improvement plans. It also provides an index of specific legislation which pertains to this aspect of program improvement.

Management Plan

GOAL: To develop an efficient and comprehensive needs assessment program

PURPOSE: To provide an effective method by which the needs of vocational education may be assessed on a continuing basis

RESPONSIBLE PARTY: The Associate State Superintendent of Schools - Office of Vocational Education

PROCEDURE: To enumerate the various phases of the needs assessment process as outlined below and illustrated on Chart 1 - Flow Chart of Management Plan

I. Planning Phase - first of four phases designed to initiate the continuing needs assessment program

A. Selection of the Vocational Education Needs Assessment Committee (VENAC) - members are responsible for the needs assessment process

B. Review needs assessment objectives

1. Problem exploration - review of identified needs related to each of the five Program Improvement Areas

2. Knowledge exploration - review of objectives of the needs assessment as they relate to the five Program Improvement Areas

C. Evaluation of objectives and priorities of needs assessment - objectives must be periodically validated and prioritized

1. Selection of survey population

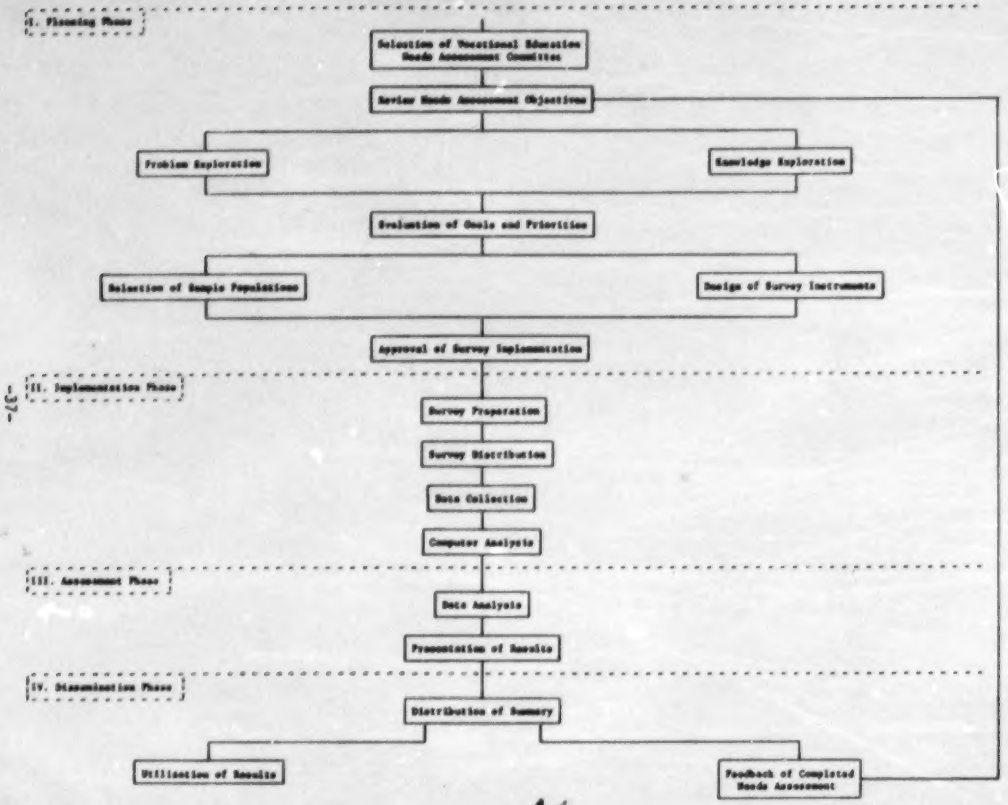
2. Design of survey instruments

3. Evaluation of literature review

D. Approval of survey implementation

Chart 1

FLOW CHART OF MANAGEMENT PLAN



II. Implementation Phase - second phase of the plan is designed to gather and compile data

A. Survey preparation - construct and prepare survey for distribution

1. Collate questions for specific survey instruments

2. Devise color-coding and precode surveys for data entry system

3. Arrange for printing of required number of surveys

B. Survey distribution - specified populations will receive questionnaires via:

1. In-house mail

2. United States Postal Service

3. August Conference

C. Data collection - completed questionnaires will be received by Committee staff in order to:

1. Tabulate

a. Color-sort

b. Number color-sorted surveys

c. Record subjective responses

2. Deliver completed questionnaires to computer center

D. Computer analysis - review computer printouts

1. Construct summary tables and charts from computer printouts

2. Describe findings using graphs or charts where appropriate

3. Distribute information to appropriate coordinators for review

III. Assessment Phase - third phase of the plan is designed to analyze and prioritize accumulated data

A. Data analysis - a review of all data with assessment prospectus

1. Subject data to percentage and criticality function analysis

2. Subject open-ended responses to content analysis

3. Analyze all findings in depth using accepted analysis techniques

B. Presentation to Committee of results - results should have been compiled in narrative form with accompanying charts to illustrate findings of needs assessment:

1. Present preliminary report to VENAC Committee for their review and recommendations

2. Incorporate Committee recommendations into report

3. Prepare Executive Summary

IV. Dissemination Phase - final phase of the needs assessment process

A. Distribution of findings - Executive Summary will be disseminated according to the following procedure:

1. Submit Executive Summary for approval

2. Approve Executive Summary as ready for dissemination

3. Disseminate Executive Summary on a recommendation basis only

B. Utilization of results - programs for utilizing the findings of the needs assessment should include:

1. Review recommendations for policy revision and implementation

2. Explore programs for preservice and inservice training

3. Explore programs for curriculum and personnel development

4. Explore areas that have surfaced as requiring additional research

C. Feedback of completed needs assessment - a systems check vital to the continuing cycle on the effectiveness of the program:

1. Provide avenues for proving that efforts of the needs assessment have been disseminated and are being utilized

2. Review previous needs assessment and results

Chart 2

FLOW CHART OF RESPONSIBILITY FACTOR

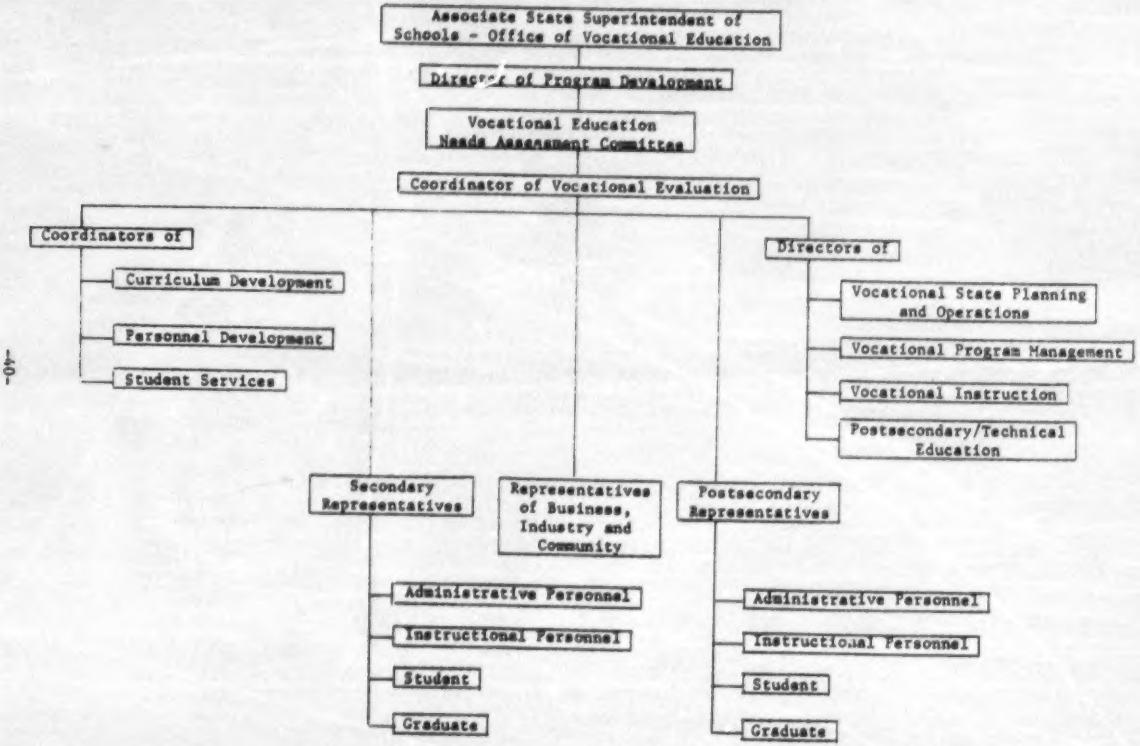


Chart 3

FLOW CHART OF STATE PLAN FOR PROGRAM IMPROVEMENT

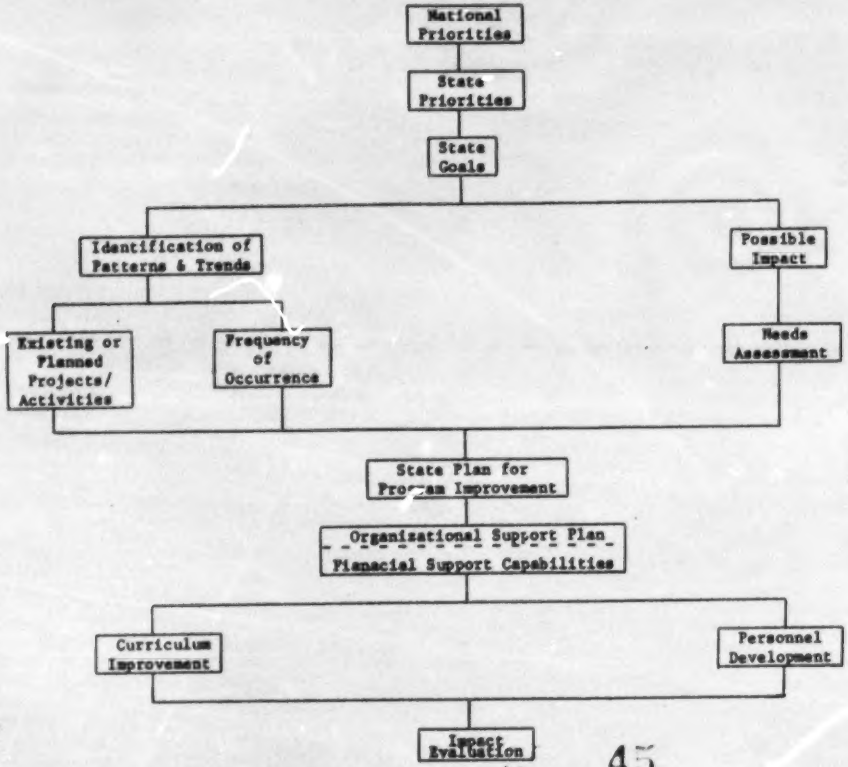


Chart 4

FLOW CHART OF STATE PLAN FOR PROGRAM IMPROVEMENT: RESPONSIBILITY FACTOR

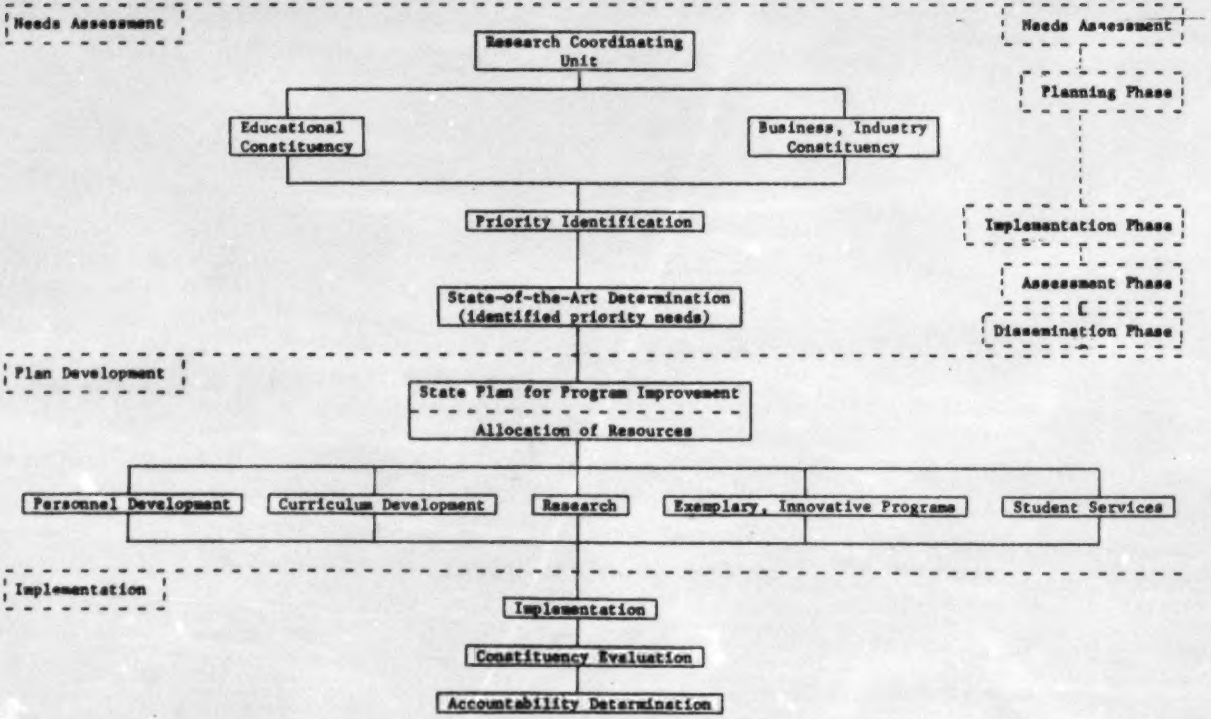
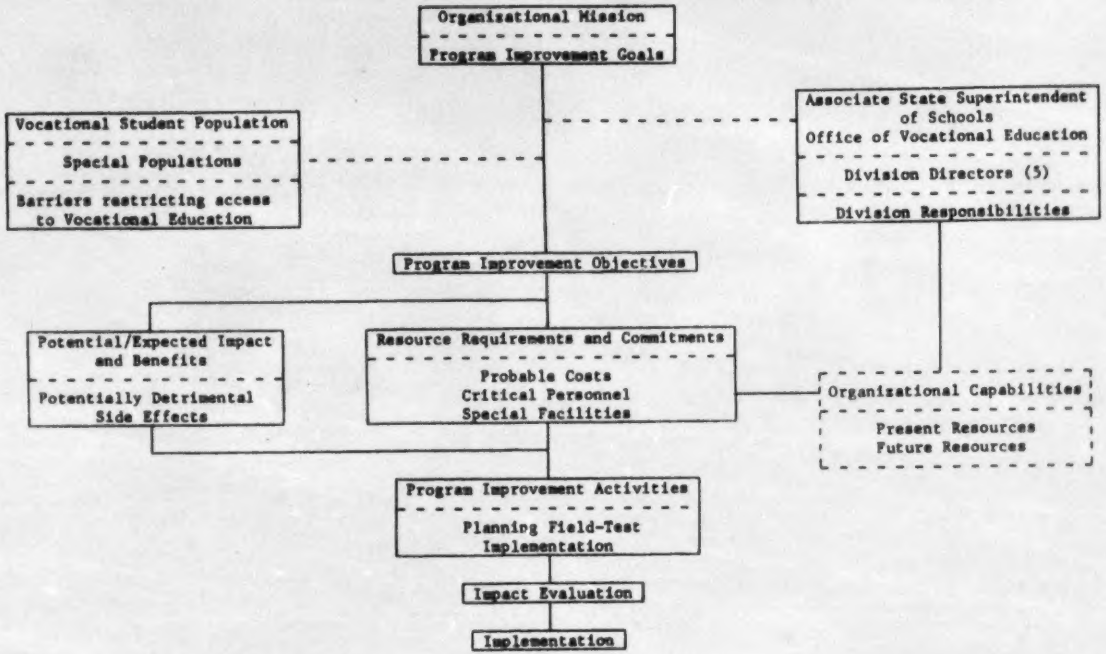


Chart 5

FLOW CHART OF ORGANIZATIONAL PLAN FOR PROGRAM IMPROVEMENT



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The following individuals have been designated as the employees responsible for coordinating the department's effort to implement this nondiscriminatory policy:

Title II - Loydia Webber, Vocational Equity Coordinator
Title VI - Peyton Williams Jr., Associate Superintendent of State Schools and Special Services
Title IX - Myra Tolbert, Coordinator
Section 504 - Jane Lee, Coordinator of Special Services

Inquiries concerning the application of Title II, Title VI, Title IX or Section 504 to the policies and practices of the department may be addressed to the persons listed above at the Georgia Department of Education, Twin Tower East, 17th floor, Atlanta, 30334; to the Regional Office for Civil Rights, Atlanta, 30323; or to the Director, Office for Civil Rights, Education Department, Washington, D.C. 20201.